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No 2

MURRAY'S

FIRST BOOK

FOR

CHILDREN.

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St. John Street.

1856.

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A FIRST BOOK

FOR

CHILDREN,

BY

LINDLEY MURRAY,

Author of an English Grammar.

RE-PRINT FROM THE LATEST ENGLISH EDITION.

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*** The proprietors of Mr. MURRAY's Works think it no small recommendation of them, that the whole of these publications, from "The First Book for Children," to the "Power of Religion on the Mind," may be properly considered as forming a little code of important elementary instruction. They are strictly subservient to one another; and most intimately connected. Their peculiar and acknowledged excellence is, that, in every part of them the purest principles of piety and virtue are very happily blended with the elements of literature. They may, therefore, with perfect confidence, be put into the hands of young persons, as books which (to use the language of a reviewer respecting them) "will eminently conduce to pure religion and morality, and to the acquisition of a correct and elegant style."

DARVEAU.

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INTRODUCTION.

This little volume, in its enlarged and improved form, is intended to prepare the learner for the author's English Spelling Book; and is particularly calculated to assist mothers, in the instruction of their young children.

It is proper to observe, that each appropriate Reading Lesson is an exercise on the section of spelling to which it belongs; and that the Reading Lessons through the book, contain no words, (except a very few derivatives,) that are not in the previous columns of spelling. The child will, therefore, find all his Reading Lessons both easy and pleasant.

Though some of the lessons contained in this work will be found again in the Spelling Book, they will be studied there, a second time, with more interest and advantage, as they are connected with other exercises and information. These first elements of language are of so much importance, that renewed attention to them with the judgment improved, will not fail to confirm the learner, and establish a habit of accurate pronunciation

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A FIRST BOOK
FOR CHILDREN.

CHAPTER 1.

Lessons giving a general idea of the long, short, middle, and broad sounds of the Vowels.

SECTION 1.

The Common Alphabet.—Tables of the Vowels.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

The letters promiscuously disposed.

A	T	B	R	C	D	C	O	D	O	E	F
H	N	I	J	I	D	K	R	M	W	G	C
O	Q	U	V	V	Y	P	B	S	T	X	Z

a s	b d	b p	c o	d p	e r
f l	h k	i j	i l	m n	m w
n u	p q	r t	v z	x z	g y

The Vowels.

a e i o u, and sometimes w and y. *

The Consonants.

b c d f g h j k l m n p
q r s t v w x y z.

Double and Triple Letters.

ff fi ffi fl ffl

Table of the different Sounds of the Vowels. †

A long	as heard	in	ale, day.
A short	as	in	mat, bat.
A middle	as	in	mar, bar.
A broad	as	in	all, daw.
E long	as	in	me, bee.
E short	as	in	met, net.

* W and Y are consonants when they begin a word or syllable; in other situations they are vowels.

† This table is designed only for the teacher's attention

I	long	as	in	pine, pie.
I	short	as	in	pin, tin.
O	long	as	in	no, toe.
O	short	as	in	not, lot.
O	middle	as	in	move, moon.
U	long	as	in	mule, use,
U	short	as	in	but, nut.
O	middle	as	in	bull, full.

SECTION 2.

Syllables and words of two letters.

The vowels long.

ba	be	bi	bo	bu	by
ca	ce	ci	co	cu	cy
da	de	di	do	du	dy

---

fa	fe	fi	fo	fu	fy
ga	ge	gi	go	gu	gy
ha	he	hi	ho	hu	hy

ja	je	ji	jo	ju	jy
la	le	li	lo	lu	ly
ma	me	mi	mo	mu	my

---

na	ne	ni	no	nu	ny
pa	pe	pi	po	pu	py
ra	re	ri	ro	ru	ry

---

sa	se	si	so	su	sy
ta	te	ti	to	tu	ty
va	ve	vi	vo	vu	vy

---

wa	we	wi	wo	wu	wy
ya	ye	yi	yo	yu	..
ca	* ce	ci	co	cu	cy
ga	ge	gi	go	gu	gy

* Ce, ci, cy, and ge, gi, gy, are placed at the end of this division, because the former are always pronounced soft, and the latter generally so.

The vowels generally short.

ab	eb	ib	ob	ub
ac	ec	ic	oc	uc
ad	ed	id	od	ud

---

af	ef	if	of	uf
ag	eg	ig	og	ug
ak	ek	ik	ok	uk

---

al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un

---

ap	ep	ip	op	up
ar	er	ir	or	ur
as	es	is	os	us

---

at	et	it	ot	ut
av	ev	iv	ov	uv
ax	ex	ix	ox	ux

Words of two letters.

by	do*	he	go	he
or	to	me	lo	ye
my	so	we	no	wo

—

am	if	at	of	. .
an	in	it	on	us
as	is	up	ox	. .

—

Reading Lesson.

Go up.	Is he up?	We do so.
Go in.	So am I.	Do so to us.
Go on.	Do go on	Do as we do.

SECTION 3.

Syllables and words of three letters.

bla	ble	bli	blo	blu	bly
bra	bre	bri	bro	bru	bry
cla	cle	cli	clo	clu	cly

* When do, to, is as, of, are used, not as syllables, but as words, they are pronounced doo, too, iz, az, ov.

he
ye
wo

us

Ve do so.
Do so to us.
Do as we do.

tters.

blu bly
bru bry
clu cly

syllables, but as

cra	cre	cri	cro	cru	cry
dra	dre	dri	dro	dru	dry
fra	fre	fri	fro	fru	fry

—

gla	gle	gli	glo	glu	gly
gra	gre	gri	gro	gru	gry
pla	ple	pli	plo	plu	ply

—

pra	pre	pri	pro	pru	pry
sha	she	shi	sho	shu	shy
sma	sme	smi	smo	smu	smy

—

sna	sne	sni	sno	snu	sny
spa	spe	spi	spo	spu	spy
the	thy	fly	sly	sky	try

—

and	ask	arm	end	ink
add	egg	ill	odd	off
Ann	ant	ass	ell	imm

Reading Lesson.

A fly.	An inn.	My arm.
An ant.	The ink.	An egg.
An ass.	The sky.	The end.

Go to Ann.	Go and ask.
She is ill.	By and by.
Is she up.	Try to do it.

CHAPTER II.

The Short Sounds of the Vowels and Diphthongs.

SECTION 1.

Words of three letters.

a

bad	can	had	fat	mad	rag
bag	cap	has	lad	man	wag
bat	cat	hat	sad	mat	wax

e

bed	den	get	met	peg	red
beg	hen	leg	net	pen	vex
fed	men	let	set	pet	wet

My arm.
An egg.
The end.

ask.
by.
do it.

Diphthongs.

nad rag
nan wag
nat wax

eg red
en vex
et wet

i

bid	did	fig	him	lip	rid
big	dig	on	his	pig	sit
bit	dim	fit	hid	pin	tin

o

box	fog	mop	pop	rob	sob
fox	hop	nod	pod	rod	sop
dog	hot	not	pot	rot	top

u

bud	cup	hum	mup	rub	sum
bun	cut	hug	mug	rug	sup
but	gut	hut	nut	run	tub

Reading lesson.

A pin.	The dog.	I had.
A cup.	The cat.	He has.
A top.	The pig.	We can.

A bad lad. A red bud.
A mad dog. A dry fig.
A fat pig. A tin box.

He can dig. It is hot.
I can hop. Get my hat.
We can run. Let us go.

SECTION II.

Words of four letters.

a

band	glad	have	lass	sash
bank	flat	hand	fast	sand
damp	flax	land	last	span

e

bell	fret	nest	mend	tell
best	left	rest	send	well
desk	lent	west	sell	when

i

dish	hill	milk	sing	spin
fish	fill	mist	silk	swim
give	kiss	pink	ship	will
live	king	ring	skip	wish

blot
doll
drop

burn
dull
drum

A nest
A frog
A pon

A
A
T
A
A

hot.
my hat.
us go.

s sash
sand
span

nd tell
l well
when

g spin
swim
o will
o wish

o

blot	fond	gone	pond	soft
doll	frog	long	shop	spot
drop	from	lost	song	stop

u

burn	dust	jump	plum	spun
dull	hurt	lump	purr	sung
drum	hush	must	shut	tusk

Reading Lesson.

A nest.	The King.	I wish.
A frog.	The ship.	I skip.
A pond.	The desk.	We jump.

A red spot.	Ring the bell.
A pink sash.	Shut the box.
The left hand.	Mend my pen.
A dish of fish.	Give me a pin.
A cup of milk.	Do not hurt me.

SECTION 3.

Words of five and six letters.

glass	shall	bless	fresh
grass	stamp	dress	shelf
plant	stand	fresh	shell
smell	bring	frisk	still
spell	brisk	spring	sting
spend	drink	stiff	string
cross	blush	crust	stung
tongs	brush	grunt	strut
strong	crush	snuff	trunk

Reading Lesson

A shell.	The grass.	I spell.
A brush.	The tongs.	He drinks.
A crust.	The shelf.	We stand

A long string.	Brush my hat.
A strong man.	Bring the cup.
A brisk lad.	Drink the milk.

fresh
shelf
shell
still
sting
string
sung
strut
trunk

I spell.
He drinks.
We stand

my hat.
he cup.
he milk.

SECTION 4.

Words containing short diphthongs.

Like *e* in *met*

dead	death	pearl	sold
deaf	breath	thread	says
head	earth	spread	guess
bread	learn	thread	friend

Like *i* in *pin*.

been	build	guild	quilt

Like *u* in *but*.

blood	does	young
flood	touch	scourge

Reading Lesson.

The earth.	A deaf man.
My head.	A dead fly.
A friend.	A young frog.
I guess.	A crust of bread.
He said.	A bit of bread.
We learn.	A long quill.

CHAPTER III.

The Long Sounds of the Vowels and Diphthongs.

SECTION I.

Vowels and Dipthongs like *a* in *ale*.

cake	face	haste	take
care	Jane	made	tape
gave	James	make	grape
air	clay	may	break
fair	day	maid	great
hail	hay	way	frail
tail	gain	play	snail
rain	gray	say	they
vain	hair	stay	their

Reading lesson.

It rains.	Take care.
It hails.	Make haste.
A long tail.	May I go.
A great cake.	Stay by me.
A fair day.	Let us play.

SECTION 2.

Vowels and Diphthongs like *e* in *me*.

Eve	she	here	these
ear	read	steak	week
eat	bleat	wheat	geese
east	clean	bee	green
pea	mean	see	sheep
tea	leave	feed	sleep
dear	sheaf	feet	sweet
fear	shear	keep	sleeve
leaf	speak	tree	field
neat	squeak	weed	piece

Reading Lesson.

A green field.
A sweet pea.
A sheaf of wheat.
A piece of bread.
A cup of tea.

The sheep bleat.
The pigs squeak.
Here is a bee.
Feed the geese.
Eat the grapes.

SECTION 3.

Vowels and Diphthongs like *i* in *pine*.

ice	kind	nice	blind
bite	kite	rice	wipe
dine	like	ripe	shine
fine	mice	side	smile
fire	mild	time	quite
line	mind	wine	spice
die	pie	tie	buy
lie	rie	vie	eye

Reading Lesson.

A sweet smile.	The sun shines.
A nice pie.	It is a fine day.
A ripe plum.	Bring the line.
A glass of wine.	Fly the kite.
A blind man.	It is time to read.
A kind friend.	I like to read.

SECTION4 4.

Vowels and Diphthongs like *o in no.*

old	home	roll	bone
cold	hope	rose	stone
gold	mole	told	smoke
hold	most	tone	stroke
coat	cloak	low	grow
load	toast	mow	show
road	door	blow	snow
roar	floor	crow	sew

Reading Lesson.

A hot roll.	Shut the door.
A red cloak.	The fire smokes.
A sweet rose.	It is a cold day.
A load of hay.	It snows fast.
A bad road.	Bring my coat.
A clean floor.	Let us go home.

SECTION 5.

Vowels and Diphthongs like *u* in *mule*.

use	fume	mute	tube
cure	lute	pure	tune
duke	mule	puke	plume
cue	dew	new	slew
due	clew	pew	ewe
hue	few	blew	lieu
blue	mew	flew	view

Reading Lesson.

The sky is blue.
The cat mews.
The mule frisks.
The new road.

In a few weeks, I hope to read well.
I will make the best use of my time.

in *mule*.

tube

tune

plume

slew

ewe

lieu

view

ew weeks, I

to read well.

make the be

f my time.

CHAPTER IV.

The Middle Sounds of the Vowels and Diphthongs.*

Like *a* in *bar*.

are	cart	harm	part
art	card	lark	tart
bark	far	large	sharp
dard	hard	star	smart
haunt	jaunt	heart	launch
aunt	guard	hearth	haunch

Like *o* in *move*.

loose	prove	whom	do
move	who	whose	Rome
coo	noon	broom	shoe
cool	poor	goose	you
too	root	shoot	true
food	room	spoon	fruit
moon	soon	stool	your
book	look	good	foot

* We have found it convenient to arrange the *o* in *move* amongst the middle sounds of the Vowels; and as its sound is longer than *o* in *not* and rather shorter than *o* in *no*, we presume the arrangement is allowable.

cook	rook	hood	wood
hook	took	stood	wool

Like *u* in *bull*.

bush	full	puss	bull
push	pull	put	

——

Reading Lesson.

Good fruit.	The full moon.
A fat goose.	The dog barks.
A poor rook.	The bull roars.
A dark room.	Puss purs.
I hurt my foot.	Put by the stool.
I lost my shoe.	Do not push me.
Is it true?	Whose book is it?
Who said so?	I shall soon learn to spell
Look at me.	

CHAPTER V.

The Broad Sounds of the Vowels and Diphthongs.*

SECTION I.

Vowels and Diphthongs like *a* in *all*.

ball	tall	warm	scald
call	wall	wart	small
fall	salt	false	swarm
daub	daw	claw	shawl
fault	paw	draw	straw
gauze	raw	lawn	broad
caw	saw	crawl	George

Reading Lesson.

A soft ball.	A straw hat.
A broad band.	A tall man.
A gauze cap.	A warm shawl.
The rooks caw.	The snow falls.
The snails crawl.	My ball is lost.
Puss has sharp claws.	Who calls me ?

* Vowels and diphthongs are called *broad* when they make the sound of broad *a*, or are proper diphthongs.

SECTION 2.

Proper Diphthongs in which both the vowels are sounded *oi* and *oy*, as in *boy*; *ou* and *ow* as in *cow*.

oil	joy	thou	ground
boil	toy	cloud	cow
moist	our	found	how
noise	out	house	now
spoil	loud	mouse	owl
voice	shout	pound	growl
boy	sour	round	down
coy	flour	sound	gown

Reading lesson.

How do you do

Sit down. Read to me.

Now leave your books.

Do not make a noise.

Owls fly in the dark.

Moles live in the ground.

CHAPTER VI.

Words in which the Vowels deviate from the sounds they have in the Table at pages 7 and 8. *

A like *o* in *not*.

was wash want wast wasp what

I like *u* in *but*.

dirt flirt first bird
shirt spirt stir squirt

I like *e* in met.

birth firm girl skirt
mirth gird girt whirl

O like *u* in *but*.

come glove some work
done love son worm
dove none word world

* These sounds of the vowels, so different from the regular sounds of them in the Table, have been reserved for a distinct appropriate chapter, that the young learner might not be perplexed with the various and discordant powers of vowels blended together.

O like *a* in *all*.

cord	fork	born	for
lord	horse	corn	nor
cork	storm	horn	short

U like *o* in *move*.

crude	rule	prude	truce
rude	brute	prune	spruce

---

* there	where	yes	her

Reading lesson.

Has Ann done her work ?

Yes she has.

She is a good girl. I love her.

I have been ill. Come to me.

Give me some drink.

I love to learn. Where is my book

What shall I read ?

E sounds like long *a* in *there*, *where* ; like short *i* in *yes* ; and like short *u* in *her*.

CHAPTER VII.

Words containing Consonants not sounded

SECTION I.

b silent	k	cock	half
lamb	back	clock	calm
limb	black	mock	could
dumb	quack	duck	should
thumb	neck	knit	would
crumb	pick	knot	w
g	sick	knock	wrap
gnat	trick	l	wrist
gnash	quick	calf	wrong

Reading Lesson.

A fat calf.
A hard knot.
The ducks quack.
The cock crows.
The gnats bite.
Pick up the crumbs.
Who knocks at the door.
Ann should learn to knit and sew.

SECTION 2.

b silent	kneed	fight	bought
climb	l	light	ought
comb	talk	might	thought
g	walk	night	bough
sign	stalk	sight	plough
reign	yolk	thigh	dough
gnaw	folks	eight	though
k	gh	neigh	w
knife	high	straight	write
know	sigh	caught	wrote
knee	bright	taught	sword

Reading Lesson.

A new comb.
A sharp knife.
A high wall.
A fine sight.
The bough of a tree.
The stalk of a rose.
The yolk of an egg.

A bright star.
A light night.
The horse neighs.
The dogs fight.
Puss can climb trees.
I know how to read.
I wish I could write.

Dogs gnaw bones.
Jane kneads the dough.
George ploughs the field.
Come let us walk.
What o'clock is it?
Is it eight o'clock.
I thought so.

CHAPTER VIII.

Consonants, single and double, which have different sounds.

SECTION 1.

Single Consonants.

C hard like *k*.

cash	crum	clash	scar
crab	curd	cling	scum
cane	cold	creep	count
call	cool	crawl	crown

C soft like *s*.

dance	pence	since	hence
dunce	fence	prince	whence
lace	nice	cease	juice
place	price	piece	voice

G hard.

glad	gasp	glass	grand
grin	gust	grass	grunt

G soft.

gem	gin	age	hedge

S sharp.

sand	dress	bricks	nurse
send	gloss	tricks	purse
seed	haste	goose	seat
side	waste	straw	sweet

S flat like *oz*.

his	rags	birds	beds
hers	ribs	doves	heads
keys	hares	pears	please
tease	wares	praise	mourns

Reading Lesson.

Jane has a nice plum tart.
Take a piece of it.
George gave me a book.
I hope I shall not be a dunce.
Bricks are made of clay.
Glass is made of

sand.
Wine is the juice of grapes.

I am glad I can read it.

SECTION 2.

Double Consonants.

th sharp.

thank	thick	breath	cloth
think	thin	health	thing
three	throw	teeth	north
throne	throat	mouth	south

th flat.

than	this	that	baths
this	thus	them	paths
they	these	thy	clothes
theirs	those	thine	smooth

ch like *tch*.

Charles	chin	much	rich
charge	chick	such	which
chair	cheese	coach	peach
child	choice	couch	reach

ch like *sh*.

inch	bench	tench	French
pinch	bunch	stench	chaise

ch like *k*.

choir	chord	scheme	school

gh and *ph* like *f*.

tough	cough	phiz	nymph
rough	laugh	phrase	soph

Reading Lesson.

Clean your teeth.
Wash your mouth.
Then your breath will be sweet.
Do not throw stones
Come in.
Reach a chair.
Take some bread and cheese.

Who gave you these pears!
James gave them to us.
Thank him for them.
I have a fine peach and a bunch of grapes.
I will give you some of them.

CHAPTER IX.

Words promiscuously disposed.

SECTION 1.

brand	sharp	step	flock
dram	start	went	got
fast	bend	filth	one
pan	bless	kick	two
pass	chest	pit	brook
plant	fell	pick	hoof
ran	heard	shrill	proof
staff	help	split	shoot
thank	herd	strip	shrewd
arm	lest	till	nurse
barn	sent	whip	purse
mark	shell	with	worse

Reading lesson.

The cow has hoofs, and so has the horse.

A snail has a shell for its house.

A barn is a place for corn and hay.

A shark is a fish with sharp teeth.

SECTION 2.

bray	taste	street	forth
came	wake	tease	four
gay	whale	weak	growth
late	clear	child	more
name	heal	find	own
praise	hear	guide	whole
prate	health	life	scorn
ray	lead	while	storm
save	lean	wide	clown
shade	meek	wife	crown
pure	meet	coarse	joint
stars	seek	fold	point

Reading lesson.

Two and four are six.

A fold is a place to put sheep in.

How loud the ass brays!

O, what a wide street!

CHAPTER X.

of the Points and Notes used in composing Sentences.

A Comma is marked..... thus ,

A Semicolon..... thus ;

A Colon..... thus :

A Period, or Full Stop..... thus .

A Note of Admiration..... thus !

A Parenthesis..... thus ( )

Pauses in Reading.

The learner should stop—

at the Comma till he could count one ;

at the Semicolon..... two ;

at the Colon..... three

at the Period..... four

CHAPTER XI.

Promiscuous Reading Lessons.

SECTION I.

BREAKFAST.

The sun shines.

It is time to get up.

Jane, come and dress Charles.

Wash his face and neck, and make him quite clean.

Comb his hair. Tie his frock.

Now, Charles, we will go down stairs.

Fetch the stool. Sit down.

Here is some milk; and here is a piece of bread.

Do not spill the milk.

Hold the spoon in the right hand.

This is the right hand.

The crust is hard. Do not leave it. Sop it in the milk.

Do not throw the bread on the floor.

We should eat bread, and not waste it.

There is a poor fly in the milk.

Take it out. Put it on this dry cloth.

Poor thing! It is not quite dead. It moves and shakes its wings. It wants to dry them.

See how it wipes them with its feet.

Put the fly on the floor, where the sun shines.

Then it will be dry and warm.

Poor fly! I am glad it was not dead.

I hope it will soon be well.

SECTION I.

PUSS.

Where is puss?

There she is.

Do not pull her by the tail: that will hurt her.

Charles does not like to be hurt; and puss does not like to be hurt.

I saw a boy hurt a poor cat. He took hold of her tail; so she put out her sharp claws, and made his hand bleed.

Stroke poor puss.

Give her some milk.

Puss likes milk.

Now that Charles is so kind to her, she will not scratch nor bite him.

She purs and looks glad.

SECTION 3.

READING.

Come to me Charles: Come and read.
Here is a new book.
Take care not to tear it.
Good boys do not spoil their books.
Speak plain.
Take pains, and try to read well.
Stand still.
Do not read so fast.
Mind the stops.
What stop is that?
It is a full stop.
Charles has read a whole page now.
This is a page. This is a leaf.
A page is one side of a leaf.
Shut the book.
Put it by.
Now give me a kiss.

SECTION 4.

RAIN.

Shall we walk?
No—not now. I think it will soon rain.
Look how black the sky is!
Now it rains

How fast it rains!

Rain comes from the clouds.

The ducks love rain.

Ducks swim and geese swim.

Can Charles swim?

No; Charles is not a duck, nor a goose: so he must take care not to go too near the pond, lest he should fall in. I do not know that we could get him out. If we could not, he would die.

When Charles is as big as James he shall learn to swim.

SECTION. 5.

A WALK.

It does not rain now.

The sky is blue.

Let us take a walk in the fields, and see the sheep, and the lambs, and the cows, and trees, and birds.

Call Tray, He shall go with us.

He wags his tail. He is glad to see us, and to go with us.

Stroke poor Tray.

Tray likes those who stroke him and feed him, and are kind to him.

Do not walk on the grass now. It is too high, and is quite wet.

Walk on this smooth dry path.

There is a worm. Do not tread on it.

Can Charles climb that high stile?

O what a large field!

This is not green. It is not grass

No: it is corn.

It will be ripe soon.

Bread is made of corn.

I dare say Charles does not know how bread is made. Well, some time I will tell him.

Now let me go home.

Shall we look at the bees in their glass hives?

Will the bees sting us?

No: they will not sting us, if we do not hurt them.

Wasps will not sting us, if we do not hurt them.

There is a wasp on my arm.

Now it is gone.

It has not stung me.

SECTION 6.

DINNER.

The clock strikes.

It is time to go in and dine.

Is the cloth laid ?

Where are the knives and forks and plates ?

Call Ann.

Are your hands clean ? Sit down.

Do not take the broth yet; it is too hot : wait till it is cool.

Will you have some lamb, and some peas ?

Do not smack your lips, or make a noise when you eat.

Take some bread. Break the bread; do not bite it.

I do not put the knife in my mouth, for fear I should hurt my lips. Knives are sharp : they are to cut with, and not to put in one's mouth, or to play with.

Jane must shake the cloth out of doors.

The birds will pick up the crumbs.

Now let us go and play with George.

SECTION. 7.

THE POOR BLIND MAN.

There is a poor blind man at the door.

He is quite blind. He does not see the sky nor the ground, nor the trees, nor men.

He does not see us, though we are so near him.

A boy leads him from door to door.

Poor man!

O, it is a sad thing to be blind!

We will give the blind man some bread and cheese.

Now he is gone.

He is a great way off.

Poor blind man!

Come in, Charles. Shut the door.

I wish the poor blind man had a warm house to live in, and kind friends to take care of him, and teach him to work. Then he would not beg from door to door.

SECTION 8.

THE KIND LITTLE BOY.

What a good boy George is! We all love him; and he loves us, and does not try to vex and tease his friends, as some boys do; and how he loves Ann! She is a sweet child; and he gives her all his toys, when she points at them.

She will speak soon, and then she may tell what she wants.

He sits by her while she sleeps; and when he hears the maid on the stairs, he steps to tell that Ann sleeps, and that she must not make a noise.

When he gets fruit or cakes, he will not eat, till he has first put some by for his dear Ann; and he buys toys for her at the fair; for he likes to please her more than to have things for his own use.

When she is two or three years old, she will thank him; and she will say, "George is kind to me, and I will be kind to him, and love him as long as I live."

SECTION 9.

THE LITTLE BOY THAT WAS LOST ON HIS WAY HOME.

When Charles came home, he told his friends where he had been, and what he had done. I met an old man (said he) on the heath, with a bag on his back. He was weak, and the bag was full, and it made him bend, and lean on his staff.

I was glad to meet him, for I could help him: if I had not, he would not have got home: he would have been all night on the heath: and it was cold and the snow fell.

When we came to his house, his wife ran out to meet us. She was glad to see him come, for she thought he had lost his way, and could not find his home.

She said I was a good boy for what I had done, and that God would bless me; and that I must (if I would have his love) be kind to the old and weak, who could not work, and were in want of bread.

I had a mind to help them, but I had not much in my purse: I gave them what I could spare, and left them glad.

In my way home, I lost the path on the heath. It was dark; I fell down, and found I was in a pit. The ground was soft, and I was not hurt; but I could not get out; and I thought that I must stay there all night, and that I might call in vain; no one would pass by at so late a time to hear me.

But there did come by a poor man, who heard me and took me out. He told me he had been to look for his cow: she had got out of the field, and could not be found, I went with him to seek for her; and when he had found her, he made me go home with him to his house, to dry my clothes.

The house was nice and clean, and there was a good brisk fire; which I was glad to get near to, and so was the poor man. His wife put on more wood, and we were soon dry and warm.

They gave us some bread and cheese, and some drink; and I came home gay and well.

My heart was glad; for I had been in time to save the poor old man; and when I was in the pit, I soon had help to get me out. I hope I shall think of it as long as I live.

CHAPTER XII.

WORDS OF TWO SYLLABLES.

Accent on the first syllable.

can not	chil dren	muf fin
car ry	din ner	no thing
gal lop	in fant	nurs es
hap py	lit tle	pun ish
mar ket	point er	stub born
par rot	this tles	sub ject
pas ture	wo men	suf fer
plan tain	bo dy	tur nip
a ny	com mon	al most
bet ter	fol low	al ways
ne ver	know ledge	dai ly
pen ny	wan der	dan ger
scep tre	war ble	pa rent
shep herd	watch es	prais es
strength en	gov ern	sta ble
ten der	hun gry	trades man
ve ry	mot her	there fore
e vil	treat ed	power

peo ple	wea ry	roy al
pleas ing	bro ken	stu pid
rea son	mo ment	wool len
teach es	o ver	wo man

Accent on the second syllable.

a bout	be fore	con tent
a fraid	be hold	up on
a gain	de sign	o bey
a live	de sire	pro tect
a mong	re mains	pro vide
a sleep	com mand	for get

Reading Lesson.

A penny roll.
A broken cup.
A little infant.
A kind mother.
The horse gallops.
The parrot prates.
The birds warble.

Ann is asleep.
James obeys his parents.
Charles hurt me, but I forgave him.
The shepherd takes care of sheep.

CHAPTER XIII.

Promiscuous Reading Lessons.

SECTION I.

THE ASS.

The ass has hoofs, and very long ears. He brays very loud. The horse is afraid when the ass brays, and starts back; but the ass is very meek, and never hurts any thing.

The ass is not so big as the horse, and cannot gallop fast; but he works very hard. Sometimes he carries little boys on his back, two or three at a time; and they whip the poor ass, and pierce his sides to make him go faster.

He carries greens to market, and turnips, and fruit: and sometimes he carries a great load of pans, and mugs, and pots, with which his back is almost broken. He gets nothing to eat but a few thorny thistles, or some plantain, or some coarse grass from off the common. He has no stable to go into, as a horse has; he lies out in the fields, in the snow, and in the rain: but he is content, he does not complain.

The ass gives milk as well as the cow: and the milk is very good for people that are sick, to make them well again.

Some people say that asses are stupid and stubborn: but they know their master, and the place where he stops, and the roads which he passes: and when they are treated kindly, they behave well, and are fond of their masters.

SECTION 2.

THE CHARITABLE LITTLE GIRL.*

A little girl, about four years old, had a great desire to taste a hot muffin. When she heard the muffin man go by her mother's door, crying "Muffins! muffins! Hot Muffins! Ho!" she asked her mother to give her a penny to buy one.

The mother gave her a penny; and the child ran down stairs, and bought a muffin.

* This pleasing little narrative was obligingly communicated to the author by a celebrated writer on Practical Education, with liberty to publish it.

At the door, she saw a very poor woman, who asked her to give her a penny, to get something to eat, for she was very hungry. The child said, she had no pennies of her own, but would go and ask her mother for some.

She run up stairs, and soon came back, and said to the poor woman, "My mother has no more pennies to give me; but here is a muffin for you; and it is hot too."

The little girl never told any body that she had given away her muffin; and though she heard the man call, "Muffin!" two or three times that night, she did not ask her mother again to buy one for her.

SECTION. 3.

THE CHILD PRAISING HIS CREATOR.

Come let us praise God, for he is very great: let us bless him, for he is very good.

He made all things: the sun to rule the day, the moon to shine by night. He made the great whale, and the little worm that crawls on the ground.

The little birds sing praises to God when they warble sweetly in the green shade. I will praise him with my voice; for I may praise him, though I am but a child.

A few years ago I was a little infant, and I could not speak at all; and I did not know the great name of God, for my reason was not come to me. But now I can speak, and I will praise him; I can think of all his kindness, and my heart shall love him.

Let him call me, and I will come to him; let him command, and I will obey him.

When I am older, I will praise him better; and I will never forget God, as long as my life remains in me.

SECTION 4.

THE CARE AND GOODNESS OF GOD.

Behold the shepherd of the flock! He takes care of his sheep; he leads them among clear brooks; he guides them to fresh pastures; if the young lambs are weary, he carries them in his arms; if they wander, he brings them back.

But who is the shepherd's Shepherd? Who takes cares of him? Who guides him in the path he should go? and if he wanders, who shall bring him back?

God is the shepherd's Shepherd! He is the Shepherd over all! He takes care of all! The whole earth is his fold: we are all his flock: and the herbs, and green fields, are the pasture which he provides for us.

The mother loves her little child; she brings it up on her knees: she strengthens its body with food; she feeds its mind with knowledge; if it is sick, she nurses it with tender love: she watches over it when asleep; she forgets it not for a moment; she teaches it how to be good: she is happy in his daily growth.

But who is the Parent of the mother? Who feeds her with good things, and watches over her with tender love, and thinks of her always! Whose arms are about her, to guard from harm? and if she is sick, who shall heal her?

God is the Parent of the mother: he is the Parent of all, for he made all. All the men and all the women, who are alive in the wide world, are his children. He loves all: He is good to all.

The king governs his people: he has a golden crown upon his head; he sits upon a throne, and sends for his commands; his subjects fear before him: if they do well he protects them from danger; and if they do evil, he makes them suffer.

But who is the King of the King? who commands him what he must do? whose hand protects him from danger? and if he does evil, who shall punish him?

God is the King: his crown is of rays of light, and his throne is amongst the stars. He is King of kings, and Lord of lords. If he bids us live, we live; and if he bids us die, we die: his power is over all worlds, and he beholds all the works he has made.

God is our Shepherd, therefore we will follow him; God is our Father, therefore we will love him: God is our King, therefore we will obey him.

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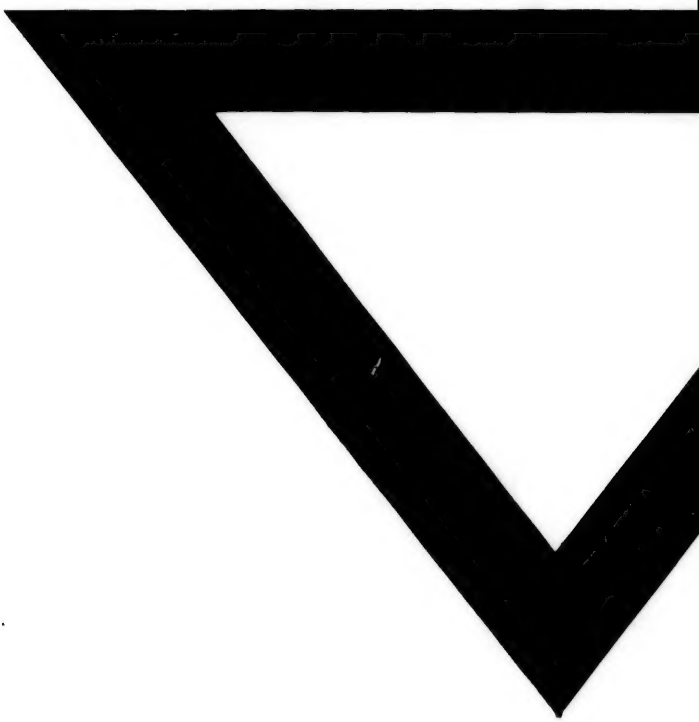
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